

PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)

E-Teacher Scholarship Program and Professional Development Workshop ECA/A/L-09-04

Bureau of Educational and Cultural Affairs Office of English Language Programs Materials Branch

The POGI guidelines apply specifically to the Federal Register Request for Grant Proposals (RFGP) issued by the Office of English Language Programs (ECA/A/L), Bureau of Educational and Cultural Affairs, for the **E-Teacher Scholarship Program and Professional Development Workshop**. Proposals must conform to the RFGP, the Guidelines stated in this document, and the standard Proposal Submission Instructions (PSI). Applications not adhering to the conditions set forth herein may be deemed technically ineligible. These guidelines are specific to the program mentioned above and are IN ADDITION TO the Standard Guidelines outlined in the PSI. If there is a perceived disparity between the standard and program specific Guidelines and the program information supplied in the accompanying Federal Register RFGP, the RFGP is to be the dominant reference.

I. STATEMENT OF WORK

Funding is intended for the recipient organization to carry out two broad responsibilities: seven online courses for teachers of English and a three-week professional development workshop; each of which is detailed below.

E-Teacher Scholarship Program

Under the close and direct supervision of the Office of English Language Programs (ECA/A/L), the recipient organization will provide seven different ten- to twelve-week online, university level English Language Teaching (ELT) professional development courses during the U.S. academic year 2009-2010. The courses will familiarize participants with U.S. student-centered teaching methods and the latest methods and techniques in teaching English as a Foreign Language. To build on and incorporate components of ECA/A/L's existing materials in "Shaping the Way We Teach English," three of the courses should be Assessment, Critical Thinking, and Teaching English to Young Learners. Each course should include some of the materials from "Shaping the Way We Teach English," specifically the video segments. The course provider should expand and update these materials, as appropriate to create the full course. The remaining courses should be relevant to the professional development of English language teachers worldwide and may include, for example, Teaching Grammar Communicatively, General Methodology, or other essential aspects of English language teaching, as well as courses in English for Specific Purposes (ESP), such as English for Business or English for Law. These additional courses should incorporate a video component, similar to the format of the "Shaping" modules, which may be used by ECA/A/L in its teacher training programs with English language teachers abroad. The proposal should include for each course projected dates and a syllabus of content. The award recipient must subsequently submit for each course an annotated bibliography of recommended titles (approximately fifteen-twenty titles per course). ECA/A/L retains the right to print, publish, repurpose, and distribute abroad the bibliography in all media, including electronic media, and in all languages and editions.

E-Teacher Professional Development Workshop

Under the supervision of the Office of English Language Programs (ECA/A/L), the recipient will design and administer one three-week professional development workshop for twenty-six foreign English language teaching professionals nominated by the U.S. Embassies' Public Affairs Section with input from the Regional English Language Officer (RELO) and approved by ECA/A/L. The workshop, which will be implemented in the summer of 2010, will focus on methodology, linguistic enhancement, educational leadership, cultural interchange, and "best practices" in the classroom. The participants will be encouraged to develop a teacher-training project to implement in their home countries following the exchange program. The workshop should encompass the following elements:

- (a) Orientation upon arrival in the U.S.;
- (b) Intensive education in relevant topics and language teaching methodologies;
- (c) Cultural and community service activities to encourage interaction and mutual understanding.

Applicant organizations should submit a narrative outlining a comprehensive strategy for the administration and implementation of the program. The narrative should include a design for the program, a syllabus of course content, and a plan for monitoring and evaluating the foreign English teachers' academic performance in the program.

A. Specific responsibilities for the E-Teacher Scholarship Program include but are not limited to:

Online courses:

- i. The recipient organization or consortium of organizations will design and administer the seven online courses for a total of approximately five hundred foreign teachers of English selected by the U.S. Embassies' Public Affairs Section in collaboration with the Regional English Language Officers (RELOs) from throughout the world.
- ii. Each course will be administered in multiple classes in order to accommodate a maximum of approximately thirty participants per class.
- iii. The recipient organization will send guidelines, course syllabus and requirements, and any other relevant information to the course participants prior to the respective courses.
- iv. The recipient organization will monitor and assess the progress of the participants and provide certificates to those who successfully complete the course.

B. Specific responsibilities for the E-Teacher Professional Development Workshop include but are not limited to:

- i. Organize and facilitate the U.S. component of the program to include:
 - a. Academic development sessions on teaching methodology, materials assessment, selecting and incorporating materials into the curriculum, classroom management, conflict resolution, diversity, curricular development, and instructional procedures as they relate to classroom materials;

- b. Practical activities such as observing a variety of classrooms (live or on tape) using various materials to achieve particular aims as well as computer-based lessons for online materials; working in teams on assessing and selecting materials to meet certain curricular goals, and preparing sample lessons using materials;
 - c. Activities that will give participants experience in the education system in the U.S., such as observing classes, interacting with U.S. teachers, and attending school events;
 - d. Introduction to the U.S. government as it relates to education, the U.S. educational system, and U.S. culture through site visits and a cross-cultural adjustment seminar;
 - e. Site visits to various levels and types of schools, including economically and ethnically diverse schools;
 - f. Exposure to local governance through such activities as attendance at staff, board of education, and PTA meetings;
 - g. Cultural experiences: the project should provide opportunities for participants to interact with local community through brief home hospitality visits and through involvement with non-school-based groups; participants should take part in activities reflecting the diversity of American society and should speak to Americans about their home country's history and culture.
 - h. Final debriefing in Washington, D.C. This portion of the program (not to exceed three business days) will allow Department of State staff to discuss the program in detail with the participants and to discuss how to improve such programs in the future. A cultural program, to be approved by the Bureau, will also be part of the Washington visit.
- ii. Prepare and distribute necessary pre-departure orientation materials to all participants and Posts (could be accomplished electronically). See section B below;
- iii. Prepare and facilitate an orientation upon participants' arrival that includes a basic introduction to American life and customs, and how these customs might differ from those of their home country;
- iv. Enroll participants in the State Department's Accident and Sickness Program for Exchanges (ASPE), budget for insurances costs, and provide participants with medical insurance coverage and enrollment information;
- v. Assume overall responsibility for complying with all applicable tax treaties and federal, state and local laws on tax withholding and reporting for teachers;
- vi. Maintain contact lists for participants and alumni;

- vii. Provide impact statements to ECA about the teachers' programs, including their participation in teaching and community activities;
- viii. Administer all financial aspects of the program and comply with reporting requirements;
- ix. Monitor and evaluate the program.

II. PROGRAM SPECIFIC GUIDELINES

A. Program Planning and Implementation for the E-Teacher Scholarship Program

The recipient organization will be responsible for:

1. Scheduling and placing weekly conference calls to the Program Officer responsible for this cooperative agreement in ECA/A/L in order to receive instructions and guidance for ongoing projects.
2. Providing ECA/A/L a complete, print-ready electronic manuscript of any print material created as part of this cooperative agreement using the requested software or in any other format requested by ECA/A/L.

B. Program Planning and Implementation for the E-Teacher Professional Development Workshop

Logistics, Orientation and Maintenance:

The recipient organization will be responsible for:

1. Booking in-bound and out-bound international travel on an American flag carrier for all participants;
2. Arranging U.S. domestic and local travel for all participants;
3. Preparing and distributing necessary pre-departure orientation materials to all participants (a process that could be accomplished electronically);
4. Conducting a final debriefing presentation focusing on teaching methods observed during the program;
5. Arranging appropriate housing for the participants (the participants should not be housed with U.S. host families for the duration of the program; rather, shorter home hospitality visits should be organized);
6. Organizing cultural activities for the entire group, such as picnics, movie showings and sporting events;
7. Providing assistance to participants regarding tax procedures as well as medical and insurance issues (the recipient organization should enroll participants in the State

Department's ASPE insurance program and budget for insurance costs), including instructions on how to handle medical and health emergencies should they arise, and giving emergency contact information for medical providers in the area;

8. Scheduling school visits for participants to interact with U.S. teachers and observe classes at local schools which reflect the diversity of the U.S., and other relevant activities which provide the opportunity for participants to interact with U.S. citizens through civic and volunteer organizations;
9. Preparing DS-2019 forms, budgeting for all necessary visa application and processing fees, and communicating clearly the guidelines and information regarding visa regulations and the participants' return to their home country after the completion of the program. The program must comply with J-Visa regulations. Please refer to the Solicitation Package (PSI) for further information;
10. Coordinating follow-on and organized alumni activities, including, a listserv or e-group for the program;
11. Creating a network for participants to communicate and support each other after they return to their home countries and resume teaching. Proposals should address follow-on activities in conjunction with the U.S. Embassies of participating countries and the Office of English Language Programs to increase future impact and participant support. Follow-on activities should dovetail with ECA's Office of Alumni Affairs. Please refer to the PSI for additional guidance on alumni outreach and follow-on engagement.

III. PROPOSAL CONTENTS

Applicants should submit a complete and thorough proposal describing the program in a convincing and comprehensive manner. Since there is no opportunity for applicants to meet with reviewing officials, the proposal should respond to the criteria set forth in the solicitation and other guidelines as clearly as possible.

Proposals should address succinctly, but completely, the elements described below and must follow all format requirements.

PLEASE NOTE: ECA strongly encourages organizations interested in applying for this competition to submit printed, hard copy applications rather than submitting electronically through Grants.gov. This recommendation is being made as a result of the anticipated high volume of grant proposals that will be submitted via the Grants.gov web portal as part of the Recovery Act stimulus package. As stated in these RFGPs, ECA bears no responsibility for data errors resulting from transmission or conversion processes for proposals submitted via Grants.gov. Please follow the instructions available in the "Get Started" portion of the site (<http://www.grants.gov/GetStarted>).

NOTE: Proposals submitted through Grants.gov may only be submitted in the following formats:

- Microsoft Word
- Microsoft Excel
- Adobe Portable Document Format (PDF)
- ASCII Text
- Joint Photographic Experts Group (JPEG images)

Proposals should include the following items:

TAB A - Application for Federal Assistance Cover Sheet (SF-424)

TAB B - Executive Summary

In one double-spaced page, provide the following information about the project:

1. Name of organization/participating institutions
2. Beginning and ending dates of the program
3. Proposed theme
4. Nature of activity
5. Funding level requested from the Bureau, total program cost, total cost-sharing from applicant and other sources
6. Scope and Goals
 - a. Number and description of participants
 - b. Wider audience benefiting from program (overall impact)
 - c. Geographic diversity of program, both U.S. and overseas
 - d. Fields covered
 - e. Anticipated results (short and long-term)

TAB C

Calendar of activities/itinerary

Narrative

In 20 double-spaced, single-sided pages, provide a detailed description of the project addressing the areas listed below.

1. Vision (statement of need, objectives, goals, benefits)
2. Participating Organizations
3. Program Activities (advertisement, recruitment, orientation, academic component, cultural program, participant monitoring)
4. Program Evaluation
5. Follow-on
6. Project Management
7. Work Plan/Time Frame

TAB D

- 1.) Budget Information – Non-Construction Programs (SF-424A)

Please submit program and administrative budgets not exceeding \$750,000. Please submit comprehensive six-column line item budgets for program and administrative costs, the details and format of which are contained in the RFGP and the PSI. In addition, applicants must submit a comprehensive budget narrative demonstrating how costs were derived. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with funding availability and the needs of the program.

As with other exchange programs, the Bureau is committed to containment of costs consistent with overall program objectives and sound management. The total administrative costs funded by the Bureau must be reasonable and appropriate.

Cooperative Agreement-funded expenditures may include, but are not limited to, the categories below. Organizations are encouraged to note in their program budgets/narratives areas in which economies beyond the Bureau allowable costs can be achieved.

2.) Detailed Budget (list allowable costs and any other program specific budget issues.)

A detailed budget should be submitted for the project following the general budget preparation guidelines included in the Proposal Submission Instructions (PSI).

The total Bureau-funded budget for the entire two-part project should not exceed approximately \$750,000; \$550,000 for the E-Teacher Scholarship Program component and \$200,000 for the E-Teacher Professional Development Workshop component. The Bureau is committed to containment of administrative expenses, consistent with overall program objectives and sound management. The applicant organization is strongly encouraged to demonstrate substantial cost-sharing during the U.S.-based program. Please explain how you will ensure cost-effective arrangements based on non-credit enrollment and/or other methods according to formulas that can be protected from increases in tuition rates.

Allowable costs for the program include the following:

- Instructional costs (for example: instructors' salaries, honoraria for outside speakers, educational course materials)
- Lodging, meals, and incidentals for participants
- Expenses associated with cultural activities planned for the group of participants (for example: tickets, transportation)
- Professional development seminar and debriefing
- U.S. ground transportation costs to U.S. appointments, meetings and to/from airports
- Staff travel and per diem

- Health insurance
- Costs of a three-day program in Washington, D.C.
- Transportation to Washington, D.C. program
- Withholding for taxes as necessary

Administrative Costs

- Staff salaries and benefits (each staff member and his/her position must be listed separately). Please also note the percentage of his/her total time spent on this program.
- Communication costs (e.g. fax, telephone, postage, communication equipment, etc); Office supplies;
- Printing and duplication costs;
- A-133 Audit fees;
- Other direct costs; and
- Indirect costs.

TAB E

Letters of endorsement

Resumes

Resumes of all program staff should be included in the submission. No resume should exceed two pages.

TAB F

1.) SF-424B, "Assurances - Nonconstruction Programs".

2.) First time applicant organizations and organizations which have not received an assistance award (grant or cooperative agreement) from the Bureau during the past three (3) years, must submit as an attachment to this form the following: (a) one copy of their Charter OR Articles of Incorporation; (b) a list of the current Board of Directors; and (c) current financial statements. Note: The Bureau retains the right to ask for additional documentation of those items included on this form.

3.) **Please note:** Effective January 7, 2009, all applicants for ECA federal assistance awards must include in their application the names of directors and/or senior executives (current officers, trustees, and key employees, regardless of amount of compensation). In fulfilling this requirement, applicants must submit information in one of the following ways:

Those who file Internal Revenue Service Form 990, "Return of Organization Exempt From Income Tax," must include a copy of relevant portions of this form. Those who do not file IRS Form 990 must submit information above in the format of their choice.

In addition to final program reporting requirements, award recipients will also be required to submit a one-page document, derived from their program reports, listing and describing their grant activities. For award recipients, the names of directors and/or senior executives (current officers, trustees, and key employees), as well as the one-page description of grant activities, will be transmitted by the State Department to OMB, along with other information required by the Federal Funding Accountability and Transparency Act (FFATA), and will be made available to the public by the Office of Management and Budget on its USASpending.gov website as part of ECA's FFATA reporting requirements.

4.) Include other attachments, if applicable, i.e. the SF-LLL form, etc.

Review Process

Eligible proposals will be subject to compliance with Federal and Bureau regulations and guidelines and forwarded to Bureau grant panels for advisory review. Proposals may also be reviewed by the Office of the Legal Adviser or by other Department elements. Final funding decisions are at the discretion of the Department of State's Assistant Secretary for Educational and Cultural Affairs. Final technical authority for assistance awards cooperative agreements resides with the Bureau's Grants Officer. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with the needs of the program and availability of funds.

The submission will be reviewed with the following review criteria in mind:

1. *Program Planning and Ability to Achieve Program Objectives:* Proposals should exhibit originality, substance, precision, and relevance to the Bureau's mission. Detailed agenda and relevant work plan should demonstrate substantive undertakings and logistical capacity. Agenda and plan should adhere to the program overview and guidelines described above. Objectives should be reasonable, feasible, and flexible. Proposals should clearly demonstrate how the institution will meet the program's objectives and plan.
2. *Multiplier:* Proposed programs should strengthen long-term mutual understanding, including maximum sharing of information and establishment of long-term institutional and individual linkages.
3. *Diversity:* Proposals should demonstrate the recipient's commitment to promoting the awareness and understanding of diversity.
4. *Institutional Capacity and Track Record:* Proposed personnel and institutional resources should be adequate and appropriate to achieve the program or project's goals. Proposed programs should include at least one staff member

with a minimum of a Master's degree in the field of Teaching English as a Second/Foreign Language or Applied Linguistics. Proposals should demonstrate an institutional record of successful exchange programs, including responsible fiscal management and full compliance with all reporting requirements for past Bureau awards as determined by the Bureau's Grants Division. The Bureau will consider the past performance of prior recipients and the demonstrated potential of new applicants.

5. *Evaluation and Follow-on:* Proposals should include a plan to evaluate the activity's success, both as the activities unfold and at the end of the program. The Bureau recommends that the proposal include a draft survey questionnaire or other technique plus description of a methodology to be used to link outcomes to original project objectives. Award-receiving organizations/institutions will be expected to submit intermediate reports after each project component is concluded or quarterly, whichever is less frequent. Proposals should provide a plan for continued follow-on activity (without Bureau support) which insures that Bureau supported programs are not isolated events.

6. *Cost Effectiveness and Cost Sharing:* The overhead and administrative components of the proposal, including salaries and honoraria, should be kept as low as possible. All other items should be necessary and appropriate. Proposals should maximize cost-sharing through other private sector support as well as institutional direct funding contributions.

NOTE:

Adherence to All Regulations Governing the J-Visa

The Bureau of Educational and Cultural Affairs is placing critically important emphasis on the secure and proper administration of Exchange Visitor (J-Visa) Programs and adherence by grantees and sponsors to all regulations governing the J-Visa. Therefore, proposals should demonstrate the applicant's capacity to meet all requirements governing the administration of Exchange Visitor Programs as set forth in 22 CFR 62, including the oversight of Responsible Officers and Alternate Responsible Officers, screening and selection of program participants, provision of pre-arrival information and orientation to participants, monitoring of participants, proper maintenance and security of forms, record-keeping, reporting and other requirements.

The recipient organization will be responsible for issuing DS-2019 forms to participants in this program. A copy of the complete regulations governing the administration of Exchange Visitor (J) programs is available at <http://exchanges.state.gov> or from:

Office of Exchange Coordination and Designation
ECA/EC/ECD - SA-44, Room 734
301 4th Street, S.W.
Washington, D.C. 20547
Telephone: (202) 203-5029
FAX: (202) 453-8640

Application Submission:

The RFGP indicates the date the complete proposal is due and the manner in which proposals must be submitted. There are NO EXCEPTIONS to this deadline. For further information regarding this program or the competition, call Michael Rudder at (202) 453-8846, Office of English Language Programs ECA/A/L; Fax: (202) 453-8858; email: RudderME@state.gov.